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ABSTRACT

The Principals Institute is one of several programs designed to increase the number of minorities and women in supervisory and administrative positions in the New York City school system. During three academic semesters and a summer, students in the Institute attend classes and participate in an internship. On completion, students receive a Master's degree and become eligible for state certification in school administration and supervision. Thirty-seven (51 percent) of the 72 graduates (4 cohorts) replied to a questionnaire about the program and their employment. Eighty-nine percent of graduates had obtained certification and 15 were employed in positions requiring this certification. All were women: eight were African Americans, three were Hispanic Americans, three were Whites, and one was an Asian-Pacific Islander. Thirteen respondents, 8 of whom were minorities, were working in out-of-classroom supervisory capacities. Although only a minority of graduates became principals, the participants had maintained a favorable opinion of the program, but it was offset by a generally unfavorable opinion of the placement assistance and the selection process. Appendix A contains 11 tables of survey responses, and Appendix B describes the certification process. (SLD)

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ED 378 301

OER Report

THE 1992-1993 FOLLOW UP EVALUATION OF THE PRINCIPALS INSTITUTE GRADUATES

MARCH 1994

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THE 1992-1993 FOLLOW UP EVALUATION OF THE PRINCIPALS INSTITUTE GRADUATES

MARCH 1994

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EXECUTIVE SUMMARY

BACKGROUND TO THE STUDY

During the 1991-1992 school year, the former president of the New York City Board of Education, H. Carl McCall, and former Chancellor Joseph A. Fernandez issued Circular 21, which acknowledged that there was a systemic under-utilization of minorities and women in pedagogical administrative/supervisory positions. The circular specified an Equal Employment Opportunity/Affirmative Action (EEO/AA) plan that included system-wide actions to be taken to increase the number of women and minorities eligible to apply for administrative/supervisory positions.

Chancellor Fernandez requested that the Division of Strategic Planning/Research and Development's Office of Research, Evaluation, and Assessment -- currently the Office of Educational Research (O.E.R.) -- design an evaluation to determine the school system's progress in implementing the EEO/AA plan. The Principals Institute (PI) is one of several programs designed to increase the number of minorities and women in supervisory and administrative positions in the school system. Therefore, this evaluation report partially fulfills OREA's evaluation mandate.

PROGRAM DESCRIPTION

The Principals Institute was jointly developed and implemented by the Board of Education's Division of Human Resources and the Bank Street College of Education in 1989-1990. It is coordinated by three Bank Street College personnel: two co-directors and an assistant director. The application and selection process was designed to identify people who are talented educators with demonstrated leadership ability. During three academic semesters and one summer, students in the Institute attend classes and participate in an administrative internship. Upon successful completion of the program, participants receive a Master's degree with a concentration in educational leadership from Bank Street College and are eligible for New York State certification in School Administration and Supervision.

EVALUATION METHODOLOGY

During the fall of 1992 O.E.R. staff reviewed Principals Institute program documents and consulted with BOE and Bank Street College program administrators to design a questionnaire for program graduates. Questionnaire items included questions regarding the number of graduates who were hired in administrative/supervisory positions, and graduates' perceptions of whether their PI participation assisted them in securing administrative/supervisory positions. In addition, graduates also

were asked to assess the Board of Education's interview process for pedagogical administrative/supervisory positions (the C-30 process) the placement assistance they received from the BOE central offices and program staff, and their overall program experience.

The instrument was mailed in the spring of 1993 to the four graduating classes (cohorts) of the program. Of the 72 questionnaires sent, 37 (51 percent) were returned. The O.E.R. compiled the data during the summer and fall of 1993 and prepared this evaluation report based on that data.

PROGRAM FINDINGS

The program was successful in increasing the pool of qualified minorities and women for administrative/supervisory positions in the New York City public schools:

- Eighty-nine percent (33) of the respondents obtained School Administration and Supervision (SAS) certification.
- Respondents took examinations for 13 different Board of Education administrative/supervisory licenses. One hundred percent of the respondents in 10 out of the 13 (77 percent) examination areas secured licenses.
- Fifteen (41 percent) respondents were employed in Board of Education administrative/supervisory titles which required S.A.S. certification. All of these respondents were females, and included 12 assistant principals, two principals, and one district attendance supervisor. The ethnic distribution of these respondents was: eight African-Americans, three Latinos/Hispanics, three whites, and one Asian/Pacific Islander.
- Thirteen (35 percent) respondents were working in out-of-classroom supervisory capacities, as a dean, guidance counselor, site and project director, educational associate, administrative assistant, program director and coordinator, staff developer, or educational evaluator. The number of respondents in these positions from each ethnic group was: five whites, four African-Americans, four Latinos/Hispanics, and no Asians/Pacific Islanders. In addition, three males and 10 females were included in this category.
- Thirteen (35 percent) of the 28 respondents in either BOE or out-of-classroom administrative/supervisory positions credited the program for their obtaining their positions.

Despite the fact that only a minority of respondents became principals, participants maintained a favorable opinion of the program, strongly agreeing with statements regarding the utility

of the coursework and the "real world" nature of the administrative experience provided in their internships. However, respondents generally disagreed with a statement regarding the fairness and impartiality of the selection and interview process for BOE administrative/supervisory positions. In fact, recommendations for program and placement assistance centered on providing position vacancy information (16 responses), providing more preparation for the interview process (13 responses), and modifying the interview and selection process (4 responses).

CONCLUSIONS AND RECOMMENDATIONS

Graduates were generally pleased with their program experiences and displeased with the placement assistance and administrative/supervisory position selection and interview process.

In light of these findings O.E.R. recommends that:

- BOE and Bank Street College program administrators continue the Principals' Institute;
- program administrators provide more placement information and assistance to recruits after they graduate; and
- the BOE endeavor to modify the C-30 process to increase graduates' employment in BOE administrative/supervisory titles.

ACKNOWLEDGEMENTS

This report was produced by the Research Unit of the Office of Educational Research (formerly OREA). The design of the study and the report's development were supervised by Mabel Payne. Thanks go to Ira Brandenburg for questionnaire design, Sangeetha Purushothaman and Leah Weich for coordinating data collection and interpretation, James Reeves II and Vadim Markhasin for data tabulation, and Renee Moseley for word processing.

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I. INTRODUCTION

BACKGROUND TO STUDY

During the 1991-1992 school year, Special Circular No. 21 was issued by H. Carl McCall, the then-president of the Board of Education (BOE), and Joseph A. Fernandez, Chancellor, specifying the school system's equal employment opportunity/affirmative action plan (EEO/AA). The circular indicated that there was a systemic under-utilization of minorities and women in pedagogical administrative/supervisory positions, and identified 16 responsibility centers* within the public school system that needed to improve their efforts in hiring minorities and women in administrative/supervisory positions by canvasing eligibility lists and revising their approved EEO/AA plans and programs. Systemwide and responsibility center actions to be taken to increase the number of women and minorities eligible to apply for administrative/supervisory positions included:

> ... coaching for prospective applicants for supervisory licensing examinations and selection interviews, convening borough-wide Job Fairs hosted by the targeted responsibility centers, and establishing mentor relationships with retirees, current supervisors, and representatives of community organizations and professional groups.
>
> Special Circular No. 21, 1991-1992, pg.4

The circular detailed various monitoring and data collection activities that the Office of Equal Employment Opportunity would

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*The cited responsibility centers were: Community School Districts (CSDs) 2, 10, 14, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30, and 31, and the Division of High Schools--i.e., all high school superintendencies.

implement to ensure that the system was adhering to its mandates.

Chancellor Fernandez requested that the Office of Educational Research (O.E.R.) design an evaluation to determine the school system's and the 16 responsibility centers' progress in implementing the EEO/AA plan. The Principals Institute (PI) is one of several programs designed to increase the number of minorities and women in supervisory and administrative positions in the school system. Therefore, this evaluation report partially fulfills O.E.R.'s evaluation mandate.*

Rationale for the Principals Institute

In New York City, despite white students being in the minority for over 20 years, school principals and other personnel have continued to be predominantly white and male. The need for more women and minorities in these positions can be demonstrated by examining various demographic features of the 1991-1992 student and administrative school staff populations of the New York City public school system. According to the 1991-1992 citywide pupil ethnic census, the breakdown of students by ethnic groups was 37.8 percent African-American, 35.3 percent Latino, 18.5 percent white, and 8.3 percent Asian or Pacific Islanders. These statistics indicate that the citywide student population is predominantly minority, and that the ethnic group with the

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* Additional Office of Educational Research reports generated in compliance with this mandate, include: "The Evaluation of the Superintendents' 1992-1993 Assessment of the Assistant Principals Internship Program," "The Evaluation of the Superintendents 1992-1993 Assessment of the Principals Institute," and "The Follow-Up Evaluation of the 1991-1992 Assistant Principals Internship Graduates" (pending).

largest percentage of students is African-Americans. On the other hand, during this same academic year only 21.0 percent of the school principals and 15.1 percent of the assistant principals were African-American, while 65.2 percent of the school principals and 76.3 percent of the assistant principals were white.

EVALUATION METHODOLOGY

During the fall of 1992 O.E.R. staff reviewed Principals Institute program documents, consulted with Board of Education and Bank Street program administrators, and designed a questionnaire for program graduates.

The questionnaire was designed to determine the number of graduates who were hired in administrative/supervisory titles after graduating from the program, the process by which graduates obtained their current positions, the nature of the main duties and responsibilities of their current positions, and their perceptions of whether their PI participation assisted them in securing administrative/supervisory positions.

In addition, the questionnaire also asked graduates to evaluate specific components of the Principals Institute, the Board of Education's interview process for pedagogical administrative/supervisory positions, and the placement assistance they received from the Board of Education and program staff.

The instrument was mailed in the spring of 1993 to the four classes (cohorts*) of PI graduates. Of the 72 questionnaires sent, 37 (51 percent) were returned completed. The data were compiled by O.E.R. during the summer and fall of 1993 and this evaluation report was written on the basis of these data.

SCOPE OF THIS REPORT

Chapter II of this report provides a description of the Principals Institute. Chapter III presents the major evaluation findings of this study. Chapter IV provides a summary of O.E.R.'s conclusions and recommendations.

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*Since its inception the PI has had four graduating classes: Cohort I completed the program in spring 1991, Cohort II completed in summer 1991, Cohort III finished in fall 1991, and Cohort IV finished in fall 1992.

II. PROGRAM DESCRIPTION

PROGRAM COORDINATION

The Principals Institute was jointly developed and implemented by the Board of Education's Division of Human Resources and the Bank Street College of Education in 1989-1990. It is coordinated by three Bank Street College personnel: two co-directors and an assistant director.

ELIGIBILITY CRITERIA

Teachers, guidance counselors, or assistant principals eligible for a sabbatical can enroll in the Principal's Institute. Upon completion of the program, participants receive New York State certification in School Administration and Supervision (SAS). The prerequisites for enrollment include:

- a Master's degree from an accredited institution of higher learning, and
- three years teaching experience as a regularly appointed teacher, or
- current appointment as a teacher or guidance counselor within the New York City Public Schools.

PARTICIPANT SELECTION

Overview

According to one of the Institute co-directors, the application and selection process was designed to identify people who are talented educators with demonstrated leadership ability, but who may not yet have decided to pursue a career as a school administrator or supervisor. Persons interested in applying to PI must first be recommended to their superintendent by their

principal or supervisor.* After reviewing all recommendations, each superintendent can nominate up to four candidates from his/her district/superintendency to the Principals Institute. The Institute then forwards a formal application package to the candidates.

Application Procedures

The application procedures consist of the submission of an autobiographical statement, several short essays, and college transcripts, plus official letters of recommendation from a peer, a principal, and a superintendent. Completed applications are reviewed by a committee which rates them in each of the following categories: leadership experience, leadership potential, writing skills, work with children, and work with adults. Using the ratings the committee selects 25 to 30 applicants to participate in small group interviews.

Interview Process

For the final interview, applicants are scheduled in small groups, given a hypothetical role-playing situation, and asked to respond to it as a group. Their responses are videotaped and reviewed by a selection panel. Each applicant is rated based on his/her ability to communicate ideas clearly, work cooperatively, influence opinion, facilitate the group task, and contribute to

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*If an applicant works in a school that is under the school-based management/shared decision making management structure, he/she must be endorsed by the school's representative management committee instead of its principal.

task completion. The selection panel chooses a group of approximately 20 finalists for admission to the Institute.

PROGRAM STRUCTURE

Students in the Institute attend classes for three academic semesters and one summer under the following conditions:

- Participants work in their regular job during the first semester while they attend weekly evening classes.
- In the second semester, participants work in a public school outside their district/superintendency under the guidance of a mentor principal, and attend advisement sessions in the evening. The school internship is supplemented by work in district offices and a day-long seminar on cooperative relations between community-based organizations and schools.
- In the third semester, participants return to their regular position within the school system and attend evening classes.
- During the summer, participants attend evening classes twice a week during the month of June.

Advisement, guest speakers, trips, and intervisitations to internship sites and other school sites in New York City are also elements of the program. Upon successful completion of the program, participants receive a Master's degree with a concentration in educational leadership from Bank Street College and are eligible for New York State certification in School Administration and Supervision.

III. EVALUATION FINDINGS

CHARACTERISTICS OF THE RESPONDENTS

Eighty-one percent (30) of the 37 respondents to the O.E.R. questionnaire were between the ages of 35 and 50. Eighty-nine percent of the respondents were females, and 46 percent were African-American. Seventy-six percent had a Masters in Education and 30 percent had a Masters of Science degree. Cohort IV had the most respondents, 12, and Cohort I the least, four. (See Appendix A, Table 1 for more demographic information.)

ADMINISTRATIVE/SUPERVISORY EXPECTATIONS

Respondents were asked to indicate their level of confidence about being hired as an administrator/supervisor within two years of their PI graduation. On the basis of their answers O.E.R. grouped respondents into three categories: 1) those who were confident--i.e., selected either "100 percent" or "at least 75 percent confident," 2) those who were fairly confident--i.e., selected "at least 50 percent confident," and 3) those who were uncertain--i.e., selected either "25 percent confident or less" or "no particular expectation." There were 29 respondents (78 percent) who were confident, five respondents (14 percent) who were fairly confident, and three respondents (8 percent) who were uncertain of their prospects for securing administrative/ supervisory positions shortly after completing the PI.

Respondents provided reasons for selecting their particular answer choices. Reasons given for being confident and/or fairly confident were:

- the program's good reputation (13 respondents),
- job opportunities, due to the high rate of turnover in the school system (11 respondents), and
- the opportunity for career enhancement through the social contacts made in the program (eight respondents).

On the other hand, reasons respondents gave for being less than confident of securing administrative/supervisory positions included the belief that appointment to such positions was often political (five respondents) and that jobs were not available (four respondents). Moreover, most respondents (24) said that their expectations were realistic given their job application and interviewing experience.

CERTIFICATION AND LICENSURE EXPERIENCE

Since graduating from the PI, 34 of the 37 respondents (92 percent) had filed for School Administration and Supervision certification, and 33 of these respondents (89 percent of the total) obtained their certification and applied for 13 different Board of Education administrative/supervisory licenses. The positions most frequently applied for included elementary school principal (15 respondents), secondary school assistant principal (14 respondents) and elementary school assistant principal (13 respondents). (See Appendix A, Table 2 for more detailed data.) One hundred percent of the respondents in 10 out of the 13 (77 percent) examination areas secured licenses, and in the other three cases, only one of the applicants failed to secure a license. Therefore, a total of 97 BOE licenses were obtained. (See Appendix A, Table 3 for complete data.)

GRADUATES' EMPLOYMENT STATUS

Employment Locations

The majority (62 percent) of respondents were working in a community school district. In addition, 57 percent (21) were working in responsibility centers cited for EEO/AA improvement. (See Appendix A, Table 4 for more details.)

Position Types

Nine (24 percent) of the respondents were working as a teacher, while the remaining 28 (76 percent) said they were working in an administrative/supervisory position. O.E.R.'s analysis of these respondents' position titles indicated that 15 held a Board of Education administrative/supervisory title which required S.A.S. certification, while the remaining 13 were working in an out-of-classroom supervisory capacity. (See Appendix A, Table 5 for more data.)

ADMINISTRATIVE/SUPERVISORY POSITIONS

Job Sources

The 28 respondents working in administrative/supervisory functions indicated the ways by which they found out about their positions. Most respondents found out about their job from superintendent's office staff members (43 percent), a New York City Public Schools' circular (36 percent), and/or a teacher or school administrator (32 percent). Bank Street College and/or the PI were only mentioned as job sources by three (11 percent) of the respondents.

The C-30 Interview Process

Chancellor's Regulation C-30, dated May 1, 1993, governs the selection, assignment, and appointment of pedagogical interim-acting and appointed Board of Education supervisors and administrators.* This regulation was developed to ensure that the selection process of these personnel is equitable and based on the principles of merit and fitness. Selection of these personnel must be made within six months of the date the vacancy occurs. The selection and appointment process for these personnel consists of three steps--Level I, Level II, and Level III. Candidates for these positions must pass one review level before they progress to the next one. Whereas parents, teachers, school administrators, and superintendents are involved in the screening and interviewing of candidates, positions can only be awarded by community school boards, executive directors of central and district offices, and/or the Chancellor. (See Appendix B for a complete description of the C-30 process.)

Graduates' C-30 Experience

Twenty-nine (78 percent of the total) respondents applied for Board of Education administrative/supervisory titles. These respondents had 51 C-30 interviews.** Respondents in Cohort II

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*These are the positions for which the PI graduates are eligible after they obtain SAS certification and a Board of Education supervisory license.

**Respondents had multiple interviews due to the nature of the C-30 process.

had the most interviews, 28, while those in Cohort IV had the least, two.

Twenty (69 percent) of these respondents reached Level III of the C-30 process, and 15 respondents secured a position. (See Appendix A, Table 6 for more data on this topic.)

Administrative/Supervisory Responsibilities

The 28 respondents working in administrative/supervisory positions most frequently held the Board of Education administrative title of assistant principal (8 respondents) or interim-acting assistant principal (4 respondents). In addition, two respondents were principals. Persons functioning in out-of-classroom administrative/supervisory positions included:

- two deans,
- two staff developers,
- two administrative assistants,
- two project or site directors,
- two project coordinators,
- one educational associate,
- one educational evaluator, and
- one guidance counselor.

(See Appendix A, Table 7 for complete data.)

The job responsibilities the 28 respondents with administrative/supervisory positions most frequently chose from an O.E.R. forced-choice questionnaire item were: supervising teachers (54 percent), supervising administrators (36 percent), coordinating grade level or subject area classwork (36 percent),

and coordinating a project for the New York City Public Schools or an organization administered by the New York City Public Schools (25 percent).

SELECTED ANALYSES

Overview

One of the main goals of the Principals Institute is to increase the number of minorities and women in administrative/supervisory positions in the Board of Education. Therefore, O.E.R. conducted an analysis by gender and ethnicity for the total sample and for each cohort to determine the number of graduates who had obtained such positions, and the number who credited the PI for obtaining their positions.

Gender Analyses

Female respondents. Fifteen (45 percent) of the 33 female respondents were the only graduates who obtained a Board of Education administrative/supervisory title. Another 10 (30 percent) of the female respondents were working in an out-of-classroom supervisory capacity. As such, females represented 89 percent of the 28 respondents in administrative/supervisory positions. Cohort II had the highest percentage, 82, of females in these positions, while Cohort IV had the lowest percentage, 50. (See Appendix A, Table 7 for more data.) However, only 12 (48 percent) of these respondents credited the PI for obtaining their administrative/supervisory positions. (See Appendix A, Table 8 for complete data.)

Male respondents. Males were in the minority (11 percent) of the respondents in administrative/supervisory positions. Cohort I had no male respondents and Cohorts II, III, and IV each had one male respondent who was working in an out-of-classroom supervisory position. (See Appendix A, Table 7.) Moreover, only the respondent from Cohort II attributed securing his administrative/supervisory position to his PI participation. (See Appendix A, Table 8.)

Ethnicity Analyses

Overview. Of the 37 respondents in the study, 17 (46 percent) were African-Americans, 11 (30 percent) were white, seven (19 percent) were Latino and only two (5 percent) were Asians/Pacific Islanders. In Cohort I, two of the four respondents were white, while in Cohorts II,III and IV whites were 30 percent or less of each group. (See Appendix A, Table 1 for these data.) All of the white respondents in the sample were female. (See Appendix A, Table 8 for these data.)

Total sample. As can be seen in Table 9, African-Americans held the highest percentage (53) of BOE administrative/ supervisory titles, while whites held the highest percentage (38) of out-of-classroom administrative/supervisory positions. However, only one-third or less of the African-Americans and whites attributed their administrative/supervisory positions* to their participation in the Principals Institute, while more than

* The number of non-white respondents in specific position titles were as follows: one non-white was a principal, and 11 non-whites were assistant principals

half (57 percent) of the Latinos did. (See Appendix A, Table 8 for more data.)

Cohort analyses. O.E.R. also analyzed the ethnic distribution of respondents in administrative/supervisory positions by cohort:

- Of the two non-white respondents in Cohort I both obtained administrative/supervisory positions.
- Of the eight non-white respondents in Cohort II seven obtained administrative/supervisory positions.
- Of the seven non-white respondents in Cohort III six obtained administrative/supervisory positions.
- Of the nine non-white respondents in Cohort IV five obtained administrative/supervisory positions.

GRADUATES' PROGRAM AND PLACEMENT ASSESSMENT

BOE Placement Assistance

Respondents were asked to select one response from a six-item list that best represented when the BOE's central offices should assist program participants in finding administrative/supervisory jobs. The most frequent response (35 percent of respondents) was that this assistance should be provided when districts/superintendencies are assessing their needs for the following year. The types of assistance the respondents recommended that the BOE's central offices provide were: position vacancy information (16 respondents), preparation for the C-30 interview process (nine respondents), and generally being more active in recruitment (four respondents). (See Appendix A, Table 10 for more detailed information.)

Assessment of the Program and the C-30 Process

Respondents were asked to assess program features and the C-30 interview process by rating a number of statements (see Appendix A, Table 11 for the statements).

They used a rating scale where 5=Strongly Agree, 4=Agree, 3=Disagree, 2=Strongly Disagree, and 1=Do Not Agree At All. While respondents rated most program features highly--i.e., "4" or better, they did not agree that the C-30 process was fair and impartial (an average rating of 3). (Appendix A, Table 11 details the mean ratings of the total respondents and each cohort.)

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Principals Institute was designed to identify talented minority and women educators who have demonstrated leadership ability, and to prepare them to become school administrators. Based on a review of program documents, and participant surveys, O.E.R. found that the program was successful in increasing the pool of minorities and women who are qualified to be school administrators and supervisors.

Clearly, the Principals Institute made the greatest strides in equalizing opportunities for females. The majority of respondents enrolled in the program were female, and only females obtained BOE administrative/supervisory titles. When employment status data were analyzed by ethnicity, it was found that the largest proportion of respondents were African-Americans and that they held the most administrative/supervisory titles. Whites were the second largest portion of the sample, yet they held the least number of administrative/supervisory titles.

Many participants maintained a favorable opinion of the program, saying that it provided good training as well as an opportunity to make necessary social contacts. However, respondents thought that the Principals Institute could be improved by BOE central offices being more involved in administrative/supervisory position recruitment and graduate placement. Moreover, while respondents generally gave all

program features positive ratings, they did not believe that the C-30 process was fair and impartial.

RECOMMENDATIONS

In light of these findings, O.E.R. recommends that:

- BOE and Bank Street College program administrators continue the Principals' Institute;
- program administrators provide more placement information and assistance to recruits after they graduate; and
- the BOE endeavor to modify the C-30 process to increase graduates' employment in BOE administrative/supervisory titles.

APPENDIX A

TABLE 1
DEMOGRAPHIC CHARACTERISTICS OF PRINCIPALS INSTITUTE GRADUATES

	Cohort I		Cohort II		Cohort III		Cohort IV		TOTAL	
	N	%[a]	N	%[b]	N	%[c]	N	%[d]	N	%[e]
Age Range										
25-34	0	-	0	-	2	20	0	-	2	5
35-50	4	100	9	81	7	70	10	83	30	81
Older than 50	0	-	2	19	1	10	2	17	5	14
Gender										
Females	4	100	10	91	8	80	11	92	33	89
Males	0	-	1	9	2	20	1	8	4	11
Ethnicity										
White	2	50	3	27	3	30	3	25	11	30
African-American	2	50	3	27	5	50	7	58	17	46
Latino	0	-	4	36	1	10	2	17	7	19
Asian/Pacific Islander	0	-	1	9	1	10	0	-	2	5
Highest Educational Degree										
MA	2	50	1	9	1	10	1	8	5	14
MFA	0	-	0	-	1	10	0	-	1	3
MS	2	50	3	27	3	30	3	25	11	30
MEd	3	75	8	72	7	70	10	83	28	76
Other:[MBA]	1	25	0	-	0	-	0	-	1	3

[a] Percentages in this column are based on the 4 respondents in Cohort I.

[b] Percentages in this column are based on the 11 respondents in Cohort II.

[c] Percentages in this column are based on the 10 respondents in Cohort III.

[d] Percentages in this column are based on the 12 respondents in Cohort IV.

[e] Percentages in this column are based on the 37 total respondents to O.E.R.'s questionnaire.

- Eighty-one percent (30) of the respondents were between the ages of 35 and 50, 89 percent were females, 46 percent (17) were African-American, 76 percent (28) had a Masters in Education, and Cohort IV had the most respondents (12, 32 percent).

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TABLE 2[a]
SUMMARY OF CERTIFICATION EXPERIENCE

CATEGORY	TOTAL RESPONDENTS N	%	COHORT I	II	III	IV
Respondents who filed for School Administration and Supervision certification after graduation:	34	92	4	10	9	11
Respondents who obtained certification:	33	89	4	9	9	11
Types of New York City Board of Education supervisory/administrative license examinations taken since graduating[b]:						
Principal, Elementary	15	41	1	5	4	5
A.P., Secondary	14	38	0	5	1	8
A.P., Elementary	13	35	0	4	2	7
Principal, Alternative High School	10	27	0	7	0	3
A.P., Administration High School	9	24	1	4	0	4
Principal, Secondary	9	24	2	3	2	2
Principal, Day High School	9	24	1	5	1	2
A.P., Distributive Education Administration	5	14	1	1	1	2
Principal, Distributive Education Administration	5	14	1	1	1	2
Principal, Special Education	4	11	0	0	0	4
A.P., Special Education	3	08	0	0	0	3
A.P., Day High School	2	05	0	1	0	1
School Supervisor	2	05	0	0	2	0

[a] Percentages in this table are based on the 37 respondents to the O.E.R. questionnaire.

[b] Respondents could take more than one examination; therefore, percentages do not total 100.

• Since graduating from the Principals Institute, 89 percent of the respondents (33) obtained School Administration and Supervision certification.

TABLE 3*
SUMMARY OF BOE ADMINISTRATIVE/SUPERVISORY LICENSES OBTAINED

CATEGORY	N	%	COHORT I N	COHORT II N	COHORT III N	COHORT IV N
New York City Board of Education licenses obtained:						
Principal Elementary	15	100	1	5	4	5
A.P. Secondary	13	93	0	4	1	8
A.P. Elementary	13	100	0	4	2	7
Principal Alternative High School	10	100	0	7	0	3
A.P. Administration High School	9	100	1	4	0	4
Principal Secondary	9	100	2	3	2	2
Principal Day High School	9	100	1	5	1	2
A.P. Distributive Education Administration	5	100	1	1	1	2
Principal Distributive Education Administrator	5	100	1	1	1	2
Principal Special Education	3	75	0	0	0	3
A.P. Special Education	3	100	0	0	0	3
A.P. Day High School	2	100	0	1	0	1
School Supervisor	1	50	0	0	1	0

* Percentages in this table are based on the total number of respondents who were tested in each license area; see Table 2 for these data.

• One hundred percent of the respondents in 10 out of the 13 (77 percent) examination areas secured licenses. In total, 97 licenses were awarded.

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TABLE 4
DISTRIBUTION OF RESPONDENTS' WORK LOCATIONS

ITEM	COHORT I	COHORT II	COHORT III	COHORT IV	TOTAL RESPONDENTS[a]	
DISTRICT CURRENTLY WORKING IN:	N	N	N	N	N	%
1	0	1	0	0	1	3
2[b]	0	2	0	0	2	5
3	0	0	0	3	3	8
6	0	1	0	0	1	3
9	0	0	1	0	1	3
11	1	0	0	0	1	3
12	0	0	1	0	1	3
13	0	0	1	0	1	3
17[b]	0	0	0	1	1	3
22[b]	0	1	0	0	1	3
23	0	0	1	1	2	5
25[b]	0	0	1	1	2	5
26[b]	1	0	0	0	1	3
27	0	0	2	0	2	5
31[b]	1	0	0	0	1	3
75	0	0	0	1	1	3
78[b]	1	6	1	5	13	35
Other[c]	0	0	2	0	2	5

[a] Percentages in this table are based on the 37 respondents to O.E.R.'s questionnaire.

[b] These districts were cited for Equal Employment Opportunity/Affirmative Action plan improvement.

[c] There were two respondents whose data were unclear and therefore put in this category.

- Sixty-two percent of the respondents work in community school districts throughout the city, and 57 percent (21) work in responsibility centers cited for EEO/AA improvement.

TABLE 5
CURRENT POSITION IN NEW YORK CITY PUBLIC SCHOOL SYSTEM

CATEGORY	COHORT I	COHORT II	COHORT III	COHORT IV	TOTAL	
CURRENT POSITION TITLES	N	N	N	N	N	%
Teacher	1	1	2	5	9	24
Assistant Principal[b]	2	5	1	0	8	22
Interim Acting Assistant Principal[b]	0	2	2	0	4	11
Principal[b]	1	0	1	0	2	5
District Attendance Supervisor[b]	0	0	0	1	1	3
Dean[c]	0	0	1	1	2	5
Educational Associate[c]	0	0	1	0	1	3
Guidance Counselor[c]	0	1	0	0	1	3
Administrative Assistant[c]	0	1	0	1	2	5
Project Director[c]	0	1	0	0	1	3
Director of Junior High Program[c]	0	0	0	1	1	3
Early Childhood Coordinator[c]	0	0	1	0	1	3
Staff Developer[c]	0	0	0	2	2	5
Educational Evaluator[c]	0	0	0	1	1	3
Site Director[c]	0	0	1	0	1	3

[a] Percentages in the table are based on the 37 respondents to O.E.R.'s questionnaire. The number of respondents by cohort were: Cohort I, four respondents; Cohort II, 11 respondents; Cohort III, 10 respondents; and Cohort IV, 12 respondents.

[b] These are BOE administrative/supervisory titles that require SAS certification for employment.

[c] These are out-of-classroom administrative/supervisory positions that do not require SAS certification.

- Forty-one percent of the respondents said they were employed in administrative/supervisory titles. Cohort II had the highest number of respondents (seven) employed in administrative titles .

TABLE 6
SUMMARY OF GRADUATES' C-30 PROCESS EXPERIENCES

	Cohort I		Cohort II		Cohort III		Cohort IV		Total	
CATEGORY	N	%[b]	N	%[c]	N	%[d]	N	%[e]	N	%[f]
TOTAL NUMBER OF APPLICATIONS	4	100	10	91	9	90	6	50	29	78
HIGHEST LEVELS OF INTERVIEWS REACHED										
Level I	1	25	1	10	0	-	1	08	3	08
Level II	0	-	2	20	0	-	0	-	2	05
Level III	3	75	7	70	9	83	1	08	20	54
ADMINISTRATIVE/SUPERVISORY APPOINTMENTS	3	75	7	64	4	40	1	8	15	41

[a] The C-30 process is the Board of Education othe City of New York's screening, interviewing, and selection process for interim-acting and appointment to pedagogical supervisory/administrative positions.

[b] Percentages in this column are based on the 4 applicants to the C-30 process in Cohort I.

[c] Percentages in this column are based on the 10 applicants to the C-30 process in Cohort II.

[d] Percentages in this column are based on the 10 respondents in Cohort III.

[e] Percentages in this column are based on the 12 respondents in Cohort IV.

[f] Percentages in this column are based on the 37 total respondents to O.E.R.'s questionnaire.

- Forty-one percent of the graduates were appointed to administrative/supervisory positions. Most respondents (20) indicated that the highest level of interview they reached was Level III.

TABLE 7
ADMINISTRATIVE/SUPERVISORY POSITIONS BY GENDER AND COHORT[a]

	COHORT I		COHORT II				COHORT III				COHORT IV			
	n=4		n=11				n=10				n=12			
	F		M		F		M		F		M		F	
POSITION TITLES	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Principal[b]	1	25	0	-	0	-	0	-	1	10	0	-	0	-
Assistant Principal[b,c]	2	50	0	-	7	77	0	-	3	30	0	-	0	-
District Attendance Supervisor[b]	0	-	0	-	0	-	0	-	0	-	0	-	1	8
Administrative Assistant[d]	0	-	1	9	0	-	0	-	0	-	0		1	8
Project Director/Chapter 53 Coordinator[d]	0	-	0	-	1	9	0	-	1	10	0	-	0	-
Director of Junior High Program or Site Director[d]	0	-	0	-	0	-	0	-	1	10	1	8	0	-
Educational Associate[d]	0	-	0	-	0	-	1	10	0	-	0	-	0	-
Other[d,e]	0	-	0	-	1	9	0	-	1	10	0	-	4	33
TOTALS	3	75	1	9	9	82	1	10	7	70	1	8	6	50

[a] Percentages are based on the total number indicated at the head of each column.

[b] These positions require SAS certification for employment.

[c] Two respondents in Cohort II and two respondents in Cohort III were interim acting assistant principals.

[d] These positions are out-of-classroom administrative/supervisory positions that do not require SAS certification for employment.

[e] Persons in these positions include a guidance counselor, an educational evaluator, two staff developers, and two deans.

- Females had the highest percentage (89) of the administrative/supervisory positions. Cohort II had the highest percentage of respondents in administrative/supervisory positions.

TABLE 8
RESPONDENTS WHO CREDITED THE PROGRAM FOR THEIR OBTAINING AN ADMINISTRATIVE/SUPERVISORY POSITION

	COHORT I		COHORT II		COHORT III		COHORT IV		TOTAL	
ETHNIC GROUP	M	F	M	F	M	F	M	F	N	%[a]
African-American	[b]	1	0	2	0	2	0	1	6	35
Latino	[b]	0	1	2	[b]	0	0	1	4	57
Asian/ Pacific Islander	[b]	0	0	0	[b]	0	[b]	0	0	-
White	[b]	0	0	2	[b]	0	[b]	1	3	27
TOTAL N	1		7		2		3		13	
%[c]	25		64		20		25		35	

[a] Percentages in this category are computed on the 17 African-Americans, seven Latinos, 11 whites, and two Asian/Pacific Islanders.

[b] There were no respondents of this type in these categories.

[c] Percentages in this category are based on total respondents in each cohort: 4 in Cohort I, 11 in Cohort II, 10 in Cohort III, and 12 in Cohort IV.

- Generally, females, Latinos, and Cohort II respondents most frequently credited the program for their obtaining positions.

TABLE 9
ADMINISTRATIVE/SUPERVISORY STATUS OF RESPONDENTS BY ETHNICITY
TOTAL SAMPLE

	AFRICAN-AMERICAN		LATINO		WHITE		ASIAN/PACIFIC ISLANDER	
CATEGORY	N	%	N	%	N	%	N	%
Respondents in BOE administrative/ supervisory titles[a]	8	53	3	20	3	20	1	07
Respondents employed in out-of-classroom supervisory capacity [bc]	4	31	4	31	5	38	0	-
TOTAL NUMBER OF RESPONDENTS	12		7		8		1	
TOTAL PERCENTAGE OF COHORT[d]	43		25		29		4	

[a] The percentages in this row are based on the 15 total respondents who obtained BOE administrative/supervisory titles.

[b] The percentages in this row are based on the 13 total respondents working in out-of-classroom supervisory capacities.

[c] These are people who were working in non-BOE administrative/supervisory positions, i.e., staff developers, coordinators, administrative assistants, deans etc..

[d] Percentages in this row are based on the 28 respondents who hel either BOE or out-of-classroom supervisory positions.

- African-American respondents held 53 percent of the 15 BOE supervisory/a dministrative titles, while whites held 38 percent of the out of-classroom supervisory positions.

TABLE 10
PARTICIPANTS' RECOMMENDATIONS FOR ASSISTANCE

CATEGORY	N	%[a]	COHORTS 1 N	2 N	3 N	4 N
Program stage when BOE central offices can best provide placement assistance:						
When districts/superintendencies are assessing needs for the following year	13	35	2	6	1	4
During classwork and internships	10	27	2	3	3	2
Just before graduation	9	24	1	2	4	2
At the topical seminars	2	5	0	0	0	2
Other[b]	3	8	0	0	1	2
Recommendations to improve BOE central offices' placement assistance:						
Provide position vacancy information	16	44	2	5	7	2
Provide more preparation for C-30 process	9	24	1	3	1	4
Take a more active role in recruiting administrators/supervisors	4	11	0	1	1	2
Modify the C-30 process	4	11	1	1	1	1

[a] Percentages in this table are based on the 37 respondents to the O.E.R. questionnaire.

[b] Responses in this category were: "when applicants apply for the program," "continually," and "they could send out vacancy announcements to PI cohorts."

- Respondents most frequently indicated that the program stage when BOE central offices can best provide placement assistance is when districts/superintendencies are assessing needs for the following year (13 respondents), and that the BOE could improve its placement assistance to them by providing vacancy information (16 respondents).

TABLE 11
GRADUATES' ASSESSMENT OF THE PROGRAM AND THE C-30 PROCESS

CATEGORY	Total Respondents' Mean Ratings[a]	COHORTS I	II	III	IV
The coursework was at the right level for me	5	5	4.6	3.6	4.7
The coursework seemed useful and instructive	5	4.8	4.5	4.5	4.7
The internship was useful in providing "real world" administrative experience	5	4.8	4.5	4.4	4.8
The internship only duplicated my prior experiences	2[b]	1.8	1.6	1.6	1.6
The C-30 interview process is fair and impartial	3[b]	3.3	2.6	3.1	3.7
The Principals Institute provided me with what I needed to obtain an administrative or supervisory position	4	4.5	4.7	3.8	4.0

[a] The rating scale choices for this O.E.R. forced-choice item questionnaire were: 5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=do not agree at all.

[b] These statements were negatively worded; therefore, the greater the level of disagreement with the statement by the respondent, the higher the rating.

- While respondents rated most program features highly (i.e., gave a mean rating of "4" or better), they did not agree that the C-30 interview process was fair and impartial.

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APPENDIX B

CITY SCHOOL DISTRICT OF THE CITY OF NEW YORK

Regulation of the Chancellor

Category: PEDAGOGICAL PERSONNEL — No.: C-30

Subject: REGULATION GOVERNING THE SELECTION, ASSIGNMENT AND APPOINTMENT OF PEDAGOGICAL SUPERVISORS AND ADMINISTRATORS — Page: 1 of 19

Issued: 5/1/90

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ATTACHMENTS

1. (A & B) Outline of Selection Process
2. Application for Supervisory/Administrative Position
3. Summary Log Sheet
4. Disclosure Form
5. OP30
6. Personnel Memorandum #35
7. Human Rights Manual

I. Introduction

This regulation incorporates and supersedes regulations and procedures contained in Special Circular 30-R (1977-1978), and its supplements and related circulars. Nothing contained herein shall be deemed to abridge the Chancellor's authority under state law, or collective bargaining agreements to transfer supervisory personnel.

A. This regulation governs the process leading to the assignment of acting supervisors and appointment of licensed supervisors and sets forth required standards and procedures. It is intended to ensure that the selection process is equitable and based on the principles of merit and fitness. Collective bargaining agreements may also contain provisions pertinent to the selection process.

The procedures contained in this regulation are to be used by community school districts, high schools, special education programs and central headquarters' offices to select personnel for appointment or for assignment to budgeted pedagogical supervisory positions in schools, district or divisional offices or at central headquarters. School-based supervisory titles such as principal and assistant principal shall not be used at district, divisional or central headquarters offices except when used pursuant to the guidelines contained in Personnel Memorandum No. 35 (1986-1987). Headquarters supervisory pedagogical licenses such as director, assistant director, assistant administrative director and education administrator shall be used wherever appropriate.

B. It is Board of Education policy not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation or gender. Neither shall there be discrimination on the basis of union or non-union affiliation. Pursuant to the policy of the Board of Education, each district, central headquarters office and division is required to submit an Affirmative Action/Equal Employment Opportunity Plan for Supervisory/Administrative Selections and must adhere to this plan when filling such positions.

C. For the purposes of this regulation, a vacancy is defined as a position that is newly created or that is unfilled because of the transfer, resignation, retirement, terminal leave, promotion, termination or death of the incumbent and which has not yet been filled pursuant to the provisions of this regulation. This regulation does not pertain to the filling of vacancies pursuant to lawful excessing procedures which are governed by provisions of state law and union contract. Excessing is monitored by the Office of Personnel of the Division of Human Resources (hereinafter referred to as the Office of Personnel).

D. Whenever possible, a vacancy should be anticipated and the selection process completed by the time the vacancy actually occurs. If this is not possible, an interim acting supervisor may be temporarily assigned. Since all vacancies must be filled promptly, the authority to continue interim acting assignments in vacancies shall terminate in six (6) months and shall in no event be used to delay the proper filling of vacancies. Interim

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acting assignments may be made by community superintendents subject to district procedures or by executive directors.

Interim acting supervisors must possess the appropriate state certification and meet any experience requirements for the position. For school based interim acting assignments, parent associations must be notified concerning the person chosen by the superintendent and the approximate duration of the assignment. Districts and divisions must notify the Office of Personnel regarding all interim acting assignments by submitting form OP56A within one week of the effective date of the assignment.

E. All vacant positions must be advertised as indicated in Section III and the selection process must adhere to the procedures contained herein. If a district or division determines to eliminate a specific non-mandated vacancy, it must notify the Supervisory Staffing Unit of the Office of Personnel in writing and must take appropriate action to eliminate the position from the budget. An eliminated position may not be restored to the budget within one calendar year without the express approval of the Office of Personnel.

II. REQUIRED STANDARDS AND PROCEDURES

When the Board of Examiners promulgates a supervisory eligible list in a specific license area and licenses are issued by the Chancellor, only those who hold valid extant licenses in that license area may apply for positions and be appointed upon selection. However, if there are fewer than three (3) licensed applicants for a position, after everyone on the list has been contacted (hereinafter referred to as canvassing of the list), unlicensed applicants who hold appropriate New York State Certification and meet any experience requirements may be considered. (Please refer to VII, B.)

Unlicensed applicants who are properly selected shall be assigned as acting supervisors until the Chancellor issues licenses based upon the next promulgated eligible list in that license area. Acting supervisors who have been issued appropriate licenses will be appointed to their positions. Acting supervisors who do not receive licenses based on the next list which is promulgated must be replaced by properly selected licensed personnel. (For complete information regarding eligibility requirements for supervisory positions, please refer to Chancellor's Regulations C-260, 261, 273 and 274.)

The selection of personnel to fill supervisory vacancies must be made from appropriate eligible lists within six months of the date the vacancy occurs, but the assignment of staff to the vacancy may be delayed until the beginning of the next school year following the expiration of such six-month period. Individuals whose names appear on eligible lists which are issued subsequent to the expiration of the applicable six-month period may not be considered. Compliance with this regulation will be subject to enforcement by the Chancellor pursuant to the powers and duties vested in the Chancellor by law.

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III. NOTICE OF VACANCY

A. The Office of Personnel, the Parent Association, the U.F.T. District Representative and C.S.A. District Chairperson shall be notified of a vacancy within ten (10) working days after the responsibility center learns of the vacancy. The Office of Personnel shall issue circulars listing all vacancies. These circulars shall constitute the required notice of vacancy. To expand the pool of applicants, advertisements may be placed in newspapers, magazines, etc. To enable potential candidates to learn of vacancies and have reasonable time to submit applications, a minimum filing period of thirty (30) days is required. The selection process may not commence during this period.

B. Prior to the beginning of each school year, the Office of Personnel shall promulgate a schedule indicating the opening and closing dates for supervisory vacancy circulars for the coming school year. Community School Districts shall coordinate with the Office of Personnel to ensure that advertisements placed by districts contain the same final date for receipt of applications.

C. All advertisements must state the deadline for receipt of applications and the address where applications must be filed. Advertisements may include the eligibility requirements for the position, selection criteria and provide a brief description of the duties of the position, or an indication of where the requirements and defined duties may be obtained.

D. Parent associations of schools with vacancies shall be encouraged to announce such vacancies in parent association newspapers or flyers.

E. If the position to be advertised is a singular headquarters' position, the responsibility center should submit the selection criteria and duties of the position to the Office of Personnel so that this information may be included in the vacancy circular.

F. All vacancies shall be posted centrally at 65 Court Street, Brooklyn, at other headquarters' locations and at all schools and district offices.

G. Vacancies must be posted for the entire filing period.

H. In order to increase the pool of applicants, vacancies may also be advertised in the following manner:

For all positions -

- Newspapers of general circulation*, ethnic and local press and other media
- Community and school publications, conference notes, parent association bulletins, etc.

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* The advertising agency which has the Board of Education contract must be utilized. The Office of Recruitment and Counseling is available to offer assistance regarding newspaper advertising.

- Civil Service newspapers
- Appropriate professional journals
- College placement directors
- Community-based organizations and special interest groups
- Conventions and conferences

I. For positions for which licensure is required, eligible lists may be canvassed during the filing period. Such lists may be obtained from the Supervisory Staffing Unit, Room 600, 65 Court Street, Brooklyn, New York 11201.

IV. SELECTION CRITERIA

A. In addition to the minimum eligibility requirements established by the Chancellor, the selection criteria used by the Screening Committee and established in accordance with Section IX of this regulation must be:

1. developed in written form prior to review of resumes and sent to applicants upon request;

2. job-related;

3. developed by individual screening committees specifically for the position to be filled and relevant to the needs and priorities of the school or office where the vacancy exists;

4. approved by the community superintendent for district positions and approved by the executive director or director as appropriate for central headquarters positions.

B. Selection criteria should include attributes, qualities and experience that the Screening Committee believes are essential to the successful performance of the duties of the position. If such attributes, qualities and experience are mandatory, they may not be waived and must be applied to all candidates. For example, if secondary school teaching experience is mandatory for a position, applicants who lack this specific experience may not be considered.

V. FILING PROCEDURES

A. Candidates who wish to apply for a position advertised in any Supervisory/Administrative Vacancy Circular must submit two copies of the application form (see attached sample) on the first occasion that they are applying for a supervisory position. One copy must be forwarded to the Supervisory Staffing Unit, 65 Court Street, 6th Floor, Brooklyn, New York 11201, where it will be kept on file and an application number assigned. The application number, which was formerly called a personal profile number, must be included on all subsequent applications. The second copy of the application must be forwarded by the candidate to the responsibility center indicated in the Supervisory/Administrative Vacancy Circular. Candidates should send all subsequent applications for supervisory/administrative positions directly to the appropriate responsibility center. Candidates who wish to update their applications should send revised copies to the

Supervisory Staffing Unit. Each applicant should attach to the application a copy of the appropriate license or state certificate, whichever is required for the position. In addition, a completed Personnel Information Form must be attached to each application. Applications should be mailed directly to the responsibility center.

VI. APPLICATIONS

A. The responsibility center must acknowledge every application it receives.

B. All applications and other written communications concerning the application shall be referred to the Screening Committee for review.

C. An applicant may obtain a copy of the job description for education administrator positions from the responsibility center, prior to filing an application.

D. The appropriate superintendent, executive director or designee must screen every application for licensure or minimum eligibility pursuant to Chancellor's Regulations C-260, 261, 273 and 274. An applicant who does not meet the eligibility requirements may not be considered for the position and shall be so notified in writing. This notification shall state that the applicant must notify the responsibility center in writing within ten (10) days if the applicant disagrees with this determination.

VII. PRE-SCREENING PROCEDURES

A. At the close of the filing period, the responsibility center shall detach each of the Personnel Information Forms and prepare the Summary Log Sheet(s) listing every applicant for the position. The responsibility center shall forward the Summary Log Sheets to the Supervisory Staffing Unit, 65 Court Street, 6th Floor, Brooklyn, New York 11201, for review within ten (10) days following the close of the filing period. If a license is required for the position, the responsibility center must verify that each applicant has the appropriate license and note this on the Log Sheet.

B. Within one week after receipt of the Summary Log Sheet, the Office of Personnel shall review the applicant pool and notify the responsibility center, in writing, as to whether or not the pool is approved. The screening of applications cannot commence until written approval has been granted by the Office of Personnel. If the Office of Personnel does not approve the pool of applicants, the responsibility center will be required to canvass eligible lists or use other procedures to increase the pool. The responsibility center may also canvass eligible lists, if it determines that the pool is inadequate. Canvassing of lists or other procedures utilized to increase the pool of applicants must be completed within the applicable six-month period. Amended Summary Log Sheets must be submitted if additional names are added to the pool pursuant to these procedures.

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VIII. TRANSFERS

A. Application For Transfer To Advertised Vacancy In License Area

The Screening Committee must interview the five (5) most senior supervisors who apply for transfer to an advertised vacancy in the license area in which they are serving. This transfer provision is governed by Article IX-A of the agreement between the Board of Education and the Council of Supervisors and Administrators (C.S.A.).

B. Supervisory-Pedagogical Intra-District Transfer Plan

Article IX-C of the Agreement between the Board of Education and C.S.A. permits the establishment of a pool of supervisors who may be transferred within their districts. Inclusion in the pool shall be on a voluntary basis and shall be for a two (2) year period, and is renewable for additional two (2) year periods. Supervisors may reject a transfer only once during the two (2) year period and may opt out of the pool only at the time they reject a transfer. For details of this Supervisory Pedagogical Intra-District Transfer Plan please refer to Personnel Memorandum #55 (1987-1988), dated June 14, 1988. Transfers pursuant to Article IX-C of the agreement are not subject to the selection procedures set forth in this regulation.

C. Transfers of Principals by the Chancellor

Pursuant to an agreement between the Chancellor and the C.S.A., transfers of principals shall be at the discretion of the Chancellor, based upon criteria established by the Chancellor in consultation with the C.S.A. The Chancellor must determine that such transfers are in the best interest of the school system. The procedures will include parent consultation and reasonable notification and review procedures.

IX. SCREENING & SELECTION COMMITTEES

A. The selection process for every position covered by this regulation shall consist of three steps: Screening and Level I, Level II, and Level III, with final selection to be made by the Level III committee. There shall be one joint committee for screening and Level I interviews, which establishes selection criteria, screens, interviews and recommends candidates from the pool of eligible applicants. This committee recommends a minimum of five candidates to Level II, unless there are fewer than five (5) eligible applicants. The Level II Committee recommends a minimum of two (2) candidates to the Level III Committee, which makes the final selection.

The responsibility center shall convene the Screening and Level I Committee. Prior to the start of the screening process, the committee members' names must be sent to the Office of Personnel for approval. The State Division of Human Rights Manual must be consulted for appropriate interviewing techniques. (See Attachment No. 7) A copy of this circular should be made available to all committee members. The superintendent or executive director must ensure that the process commences in a timely manner. Efforts must be made to ensure that the Committee be appropriately representative in ethnicity and gender.

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B. Composition of Committees

No one may serve on a screening or selection committee if he/she is a close relative or member of the household of any applicant for that position.

1. Composition of Committee for Positions Within Community School Districts

a. School Based Position

1) Screening and Level I

- Principal of the school for an assistant principal position; assistant principal or other supervisor from the school for a principal position.* If there is no other supervisor in the school, a principal from another school in the district shall be designated for a principal position. (See Section IX, D.)
- Two (2) teachers from the school* (See Section IX, D.)
- Minimum of six (6) to maximum of ten (10) parents** of students attending the school (See Section IX, E.)
- Superintendent or designee (non-voting)
- Centrally assigned neutral observer*** (non-voting)
- Community school board members (non-voting)

Except for the neutral observer, all of the committee members screen and interview candidates. The neutral observer is responsible for observing the process in order to assure that all applicants receive fair and equitable treatment.

A minimum of ten (10) applicants must be interviewed for each vacancy, unless there are fewer than ten (10) eligible applicants, in which case all shall be interviewed. The superintendent may require the Screening and Level I Committee to interview up to two (2) additional applicants from the eligible pool. After interviews have been completed, the Screening Committee, as a whole, shall discuss the merits of each applicant interviewed. The superintendent or designee shall chair the committee but shall not vote on the candidates. The community school board members and the neutral observer are also non-voting members. The voting members of

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* Candidates for the position may not serve on the Committee.

** Parents should be representative of various groups in the school, e.g. Special Education and Bilingual Education. If the district is unable to obtain six (6) parents, a request may be made to the Chancellor to have fewer parents serve on the committee. Parents may not serve on a committee in any school in which they are employed. Parents who are employed in other schools within the community school district, high school borough superintendency, or special education borough, are eligible to serve on screening committees unless the parent's immediate supervisor is a candidate for the position.

*** The Office of Personnel will determine when participation of a neutral observer is required.

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the committee will be the parents, teachers and supervisor. The committee shall recommend a minimum of five (5) applicants to Level II, unless there are fewer than five (5) eligible applicants, in which case, all eligible applicants shall be recommended in rank order.

2) Level II

- Community Superintendent

The superintendent shall evaluate candidates recommended by the Level I Committee, and shall recommend a minimum of two (2) candidates to the community school board. The superintendent may utilize various professional evaluation techniques other than written tests.

If the superintendent evaluates applicants and determines that no recommendation can be made to the school board, the superintendent may require that the Level I Committee consider making additional recommendations from among those interviewed. The superintendent must advise the committee of the reason why none of the initially recommended candidates was satisfactory. If the committee cannot recommend additional candidates from among those interviewed, it may interview additional applicants from the original pool. If the superintendent is still unable to recommend candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that the selection can be completed within the time frame.

3) Level III

- Community School Board Members

The community school board shall consider the candidates recommended by the superintendent, shall interview them at its discretion and shall select one for appointment or assignment. If the community school board cannot select a candidate from those recommended by the superintendent, the board may request that the superintendent reconsider other candidates who were recommended by the Level I Committee. If the superintendent determines that no additional candidates can be recommended to the board from those recommended at Level I, the superintendent may require that the Screening Committee consider other applicants from the original pool. If the superintendent cannot recommend any of these candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that selection can be completed within the legally mandated time period.

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b. Community School District Office Positions

1) Screening and Level I

a) School Related Pedagogical Positions

- Minimum of six (6) to maximum of ten (10) parents**
- Two (2) teachers and a supervisor who all possess technical expertise in the field*
- Superintendent or designee (non-voting)
- Centrally assigned neutral observer*** (non-voting)
- Community school board members (non-voting)

b) Non-School Related/Confidential Pedagogical Position

- Superintendent or designee
- Personnel director or director of operations
- Technical expert
- Community school board members (non-voting)
- Centrally assigned neutral observer** (non-voting)

c) All committee members except the neutral observer participate in screening and interviewing of candidates. The superintendent or designee will chair the Committee but shall not vote on candidates; neither shall the community school board members or the neutral observer. All other members of the committee shall vote. The neutral observer is responsible for observing the process in order to assure fair and equitable treatment of all applicants. A minimum of ten (10) applicants must be interviewed for each vacancy, unless there are fewer than ten (10) eligible applicants, in which case all shall be interviewed. The superintendent or designee may require that the Screening Committee interview up to two (2) additional eligible applicants from the original pool. Following the close of interviews, the Screening Committee, as a whole, shall discuss the merits of each applicant interviewed. The Level I Committee shall recommend a minimum of five (5) candidates to the superintendent, unless there are fewer than five (5) eligible applicants, in which case, all eligible applicants shall be recommended in rank order.

2) Level II

- Community Superintendent

The superintendent shall evaluate candidates recommended by the Level I Committee, and shall recommend a minimum of two (2) candidates to the community school board. The superintendent may utilize various professional evaluation techniques other than written tests. If the superintendent evaluates applicants and deems none of them satisfactory, the superintendent may require that the Level I Committee consider making additional recommendations from among those interviewed. The superintendent must advise the

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committee of the reason why none of the initially recommended candidates was satisfactory. If the committee cannot recommend additional candidates from among those interviewed, it may interview additional applicants from the original pool. If the superintendent is still unable to recommend additional candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that selection can be completed within the legally mandated time period.

3) Level III

- Community School Board Members

The community school board shall consider the candidates recommended by the superintendent, shall interview them at its discretion and shall select the candidate for appointment or assignment. If the community school board cannot select a candidate from those recommended by the superintendent, the board may request that the superintendent reconsider other candidates who were recommended by the Level I Committee. If the superintendent determines that no additional candidates can be recommended to the Board from those recommended at Level I, the superintendent may require that the Screening Committee consider other applicants from the original pool. If the superintendent cannot recommend any of these candidates, the eligible list may be canvassed, provided that selection can be completed within the legally mandated time limit. If there is no eligible list for the position, the superintendent may request that the position be readvertised in a Supervisory/Administrative Vacancy Circular provided that selection can be completed within the legally mandated time period.

2. Composition of Committees for Positions under the Jurisdiction of the Chancellor

a. School Based Positions

1) Screening and Level I

a) Principal position

- Supervisor from the school, or if there is no assistant principal or other supervisor in the school, a principal from the borough or region*
- Two (2) teachers from the school*
- Minimum of six (6) to maximum of ten (10) parents** from the school
- Designee of the appropriate high school superintendent or the special education superintendent (non-voting)
- Centrally assigned neutral observer*** (non-voting)

b) Assistant principal position

- Principal of the school
- Two (2) teachers from the school*
- Minimum of six (6) to maximum of ten (10) parents** from the school
- Designee of the appropriate high school superintendent or the special education superintendent (non-voting)
- Centrally assigned neutral observer*** (non-voting)

c) All committee members except for the neutral observer participate in screening and interviewing of candidates.

The neutral observer is responsible for observing the process in order to assure fair and equitable treatment of all applicants, but does not vote.

The designee of the superintendent shall chair the committee, but shall not vote. The parents, teachers and supervisor shall all vote.

A minimum of ten (10) applicants must be interviewed for each vacancy, unless there are fewer than ten (10) eligible applicants, in which case all eligible applicants shall be interviewed. The superintendent may require that the Screening Committee interview up to two (2) additional eligible applicants from the original pool. Following the close of interviews, the Screening Committee as a whole shall discuss the merits of each applicant interviewed. A minimum of five (5) applicants must be recommended to Level II, unless there are fewer than five (5) eligible applicants, in which case, all eligible applicants shall be recommended in rank order.

2) Level II

a) Principal position

- Executive director of appropriate division (high school or special education) or designee
- Executive Director of the Division of Human Resources or designee
- Special Education Superintendent or designee/high school superintendent or designee
- Chancellor's representative

The Executive Director of Human Resources or designee will chair the Committee. All committee members will vote and will recommend a minimum of two (2) candidates to the Chancellor.

b) Assistant principal position

- Appropriate superintendent or designee for high school or special education division
- Designee of the Executive Director of Human Resources
- Person designated by appropriate executive director who possesses technical expertise in the field

Superintendent or designee will chair the Committee. All committee members will vote and will recommend a minimum of two (2) candidates to the executive director.

3) Level III

a) Principal position
- Chancellor

b) Assistant principal position

- Executive director of the division (high school or special education) shall select a candidate subject to the Chancellor's approval.

b. Other Than School Based Pedagogical Positions

1) Level I

a) Education Administrator - Levels III and IV, Director - for School Related Positions

- Two (2) teachers with technical expertise in the field*
- Supervisor with technical expertise in the field*
- Minimum of six (6) parents to maximum of ten (10) parents**
- Designee of executive director of division, appropriate chief executive or deputy chancellor (non-voting)
- Centrally assigned neutral observer*** (non-voting)

The designee of the executive director of the division or of the chief executive or of the deputy chancellor will chair the committee but will not vote, neither will the neutral observer. The voting members of the committee will be the parents, teachers and supervisor and they will recommend a minimum of five (5) candidates to Level II, unless there are fewer than five (5) eligible applicants, in which case, all eligible applicants shall be recommended in rank order.

b) Education Administrator - Levels I and II, Assistant Director, A.A.D. Supervisor of Subject Area - for School Related Positions

- Two (2) teachers with technical expertise in the field*
- Supervisor with technical expertise in the field*
- Minimum of six (6) parents and maximum of ten (10) parents**

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- Director of office in which position is located (non-voting)
- Centrally assigned neutral observer*** (non-voting)

The director of the office will chair the committee, but will not vote, neither will the neutral observer. The voting members of the committee will be the parents, teachers and supervisor who will recommend a minimum of five (5) candidates to Level II, unless there are fewer than five (5) eligible candidates, in which case, all eligible applicants shall be recommended in rank order.

c) Education Administrator - Levels I, II, III and IV, Assistant Director, A.A.D. - For Non-School Related/Confidential Positions

- Designee of appropriate chief executive/deputy chancellor or designee of executive director of division
- Technical expert where appropriate
- Designee of Executive Director of the Division of Human Resources

All members of the Committee will vote and will recommend a minimum of five (5) candidates to Level II, unless there are fewer than five (5) eligible applicants, in which case, all eligible applicants shall be recommended in rank order.

2) Level II

a) Education Administrator - Levels III and IV, Director for School Related Positions

- Executive director of the division or designee or appropriate chief executive/deputy chancellor or designee
- Executive Director of Division of Human Resources or designee
- Person with technical expertise designated by the executive director of the division, or appropriate chief executive/deputy chancellor
- Chancellor's representative

All members of the committee shall vote and recommend a minimum of two (2) candidates to the Chancellor.

b) Education Administrator - Levels I and II, Assistant Director, A.A.D. for School Related Positions

- Appropriate high school superintendent/Special Education Superintendent for Citywide Programs or designee of Executive Director of Special Education
- Person with technical expertise designated by executive director of division or appropriate chief executive/deputy chancellor

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- Designee of Executive Director of Division of Human Resources

All members of the Committee shall vote and shall recommend a minimum of two (2) candidates to the executive director.

c) For Non-School Related/Confidential Positions

1) Education Administrator - Levels III and IV, Director
- Appropriate chief executive/deputy chancellor or executive director of the division or designee
- Executive Director of Division of Human Resources or designee
- Person with technical expertise designated by the executive director of the division
- Chancellor's representative

All members of the Committee shall vote and recommend a minimum of two (2) candidates to the Chancellor wherever possible.

2) Education Administrator - Levels I and II, Assistant Director, A.A.D.

- Appropriate high school superintendent/Special Education Superintendent for citywide programs or designee of Executive Director of Special Education
- Person with technical expertise designated by executive director of division
- Designee of Executive Director of Division of Human Resources

All members of the Committee shall vote and shall recommend a minimum of two (2) candidates to the executive director.

3) Level III

a) Education Administrator - Levels III and IV, Director

- Chancellor will select from among recommended candidates

b) Education Administrator - Levels I and II, Assistant Director and A.A.D.

- Executive director of division or chief executive or deputy chancellor will select from among recommended candidates

C. All matters regarding the selection of candidates are of a highly confidential nature. Information concerning applicants shall not be revealed either during or after the selection process except as may be required by law. Deliberations of the Screening and Interview Committees are to be treated as confidential, however, they may be the subject of inquiry by appropriate legal authorities.

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1. Interviews shall not be scheduled during periods when applicants or committee members are unavailable because of religious observance.
2. Level I interviews must be conducted after school hours.
3. Written records shall be kept of interviews.
4. Interviews may be scheduled during the summer provided that all committee members and those applicants to be interviewed are available.

D. Faculty Involvement

1. Teachers and supervisors may not serve on selection committees for specific positions for which they are applicants or vote in the selection of faculty who participate on the selection committee. All faculty nominations must be in accordance with guidelines established by the Division of Human Resources.

2. Teachers

   a. For positions in schools, all faculty serving in the school who are represented by the U.F.T. will elect the two teachers in an election conducted by the Chapter. The election procedures must be kept on file at the school and must be available upon request. For selection of an Assistant Principal (Supervision) - Day High School, one (1) of the designees must be from a department which is directly supervised by the assistant principal.

   b. The U.F.T. District Representative shall nominate the two (2) teachers who will serve on the Level I Committee for district office positions.

   c. For positions at headquarters, all faculty represented by the U.F.T. who serve in central headquarters positions will elect the two teachers who will serve on the Level I Committee in an election conducted by the Teacher Assigned Chapter. Election procedures must be kept on file with the Chapter leader and must be available upon request.

3. Supervisors

   a. The principal of the school will serve on the committee for selection of an assistant principal in that school.

   b. For the position of principal, if there is more than one supervisor in the school, all faculty serving in the school who are represented by the C.S.A. will elect the supervisor who serves on the committee in an election conducted in the school. A record of the election must be kept on file. If there is no supervisor from the school, a principal from the community school district, or from the borough (for high school and special education positions) will be nominated by the C.S.A. District Chairperson to serve on the committee.

   c. The C.S.A. District Chairperson shall nominate the supervisor who will serve on the Level I Committee for district office positions. For positions at headquarters, all staff represented by C.S.A. who

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serve in headquarters positions shall vote in an election conducted by the C.S.A. Headquarters' Chairperson. A record of the election must be kept on file and must be available upon request.

E. Parent Involvement

1. All parent representatives must be parents or guardians of children currently attending a public school which falls under the jurisdiction of the responsibility center where the vacancy occurs. Parent representatives for Screening Committees shall be selected by the membership of the appropriate parent association for school based positions.

   For district or borough positions, screening committee representatives shall be selected from parent associations within that district or borough.

   For headquarters positions, parent representatives shall be selected from among parent associations and members of the Chancellor's Parent Advisory Council.

2. For school-based positions, each appointing authority must provide the parent association of the school with:

   a. written notification of the vacancy no later than ten (10) working days after its occurrence in those cases where the vacancy has not been anticipated.

   b. notification of the selection within five (5) days after action has been taken.

3. The involvement of parent associations in the selection process shall be in accordance with the policy statement entitled Parent Association and the Schools.

X. CONDITIONS UNDER WHICH POSITIONS MAY BE READVERTISED

A. Positions in license areas in which licenses have not been issued by the Chancellor since January 1, 1981, may be readvertised under the following conditions, provided that the selection process is completed within the time prescribed by law:

1. When the community superintendent, executive director, or appropriate chief executive/deputy chancellor believes that the pool of applicants is insufficient.

2. When the Office of Personnel does not approve the overall pool of applicants.

3. Upon request of the community superintendent, executive director, or appropriate chief executive/deputy chancellor when the Screening Committee fails to recommend a minimum of five (5) applicants for Level II Interviews.

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4. Upon request of the community superintendent or executive director, when the Level II Committee is unable to make a recommendation for assignment to the position from the pool of applicants.

5. Requests must be made in writing to the Office of Personnel to readvertise the position.

B. Positions in which licenses have been issued since January 1, 1981, may not be readvertised except under the following conditions:

1. If a position is advertised and licenses are issued from a newly promulgated eligible list within the legally mandated six-month period, the new list may be canvassed to include applicants from that list provided that the selection process may be completed during the six-month period. After canvassing, if the total pool of eligibles is fewer than three (3), the position may be readvertised as an "open pool" position. Unlicensed but appropriately certified and qualified individuals may apply. If any unlicensed person is selected, he/she will be assigned in an acting capacity and must take and pass the next examination in the license area or will be replaced by a properly selected licensed individual.

2. If the pool of licensed applicants is two (2) or fewer, the lists must be canvassed. If after canvassing there are still two (2) or fewer applicants the position may be readvertised as an "open pool" position. (Please refer to X-B, 1.)

XI. POST SCREENING PROCEDURES

When an applicant is selected to fill the position, applicants who were interviewed and all members of the Screening Committee shall be notified of the outcome of the selection process.

XII. APPOINTMENT OR ASSIGNMENT

Attachment 5, OP30, shall be submitted to the Office of Personnel prior to action by the appointing authority. This form will certify that the district or division has complied with all the procedures outlined in this regulation. A special Conflict of Interest form regarding relationship to community school board members must be submitted to the Inspector General's Office by any candidate being recommended to the school board, prior to school board action. No appointment or assignment shall become effective without written acknowledgment by the Office of Personnel. In addition, written acknowledgment from the Office of the Inspector General is required for community school district positions. Once these written acknowledgments are received, hiring authorities may proceed with the appointment or assignment of a supervisor.

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XIII. SERVICES PROVIDED BY CENTRAL HEADQUARTERS

A. Office of Personnel shall:

- In conjunction with the Office of Equal Opportunity, work with districts and divisions to implement their Affirmative Action Plans.
- Act as the agent of the Chancellor concerning citywide standards and selection procedures.
- Be available for consultation on the use of advertising, special circulars, information regarding vacancies, training programs, workshops, etc.
- Provide information regarding the status of eligible lists and provide labels for the canvassing of lists.
- Determine when neutral observers are to be assigned and assign them.

B. Community school boards wishing to avail themselves of assistance provided by the Division of Human Resources should contact:

- The Division of Human Resources regarding supervisory selection procedures and canvassing of eligible lists.
- Executive Director of the Division of Human Resources or designee regarding interpretation of this circular, assignment and role of neutral observers, problems arising out of these procedures which are not handled by any other office of the Board of Education.

C. The Office of Equal Opportunity in conjunction with other offices will provide training for all people serving on Screening, Interview and Selection Committees. This will include:

- technical assistance and training in the conduct of bias-free interviews and development of non-biased selection criteria.
- training sessions on pertinent civil rights laws and equal employment opportunity rules and regulations.
- training and orientation sessions for neutral observers and other members of screening committees.

D. Grievance Procedures
These procedures are not intended to modify or waive any grievance procedures which are part of collective bargaining agreements.

1) Community school district positions

- Any grievance concerning the selection process shall be referred to the community school board. Any grievance not resolved satisfactorily at the community school board level shall be appealed to the Chancellor.

2) Positions under the jurisdiction of the Chancellor

- Any grievance concerning the selection process shall be referred to the Executive Director of High Schools for high school positions, to the Executive Director of Special Education for special education positions, or to the appropriate chief executive/deputy chancellor for positions under their jurisdiction.

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